MBI

MBI Planning Process Analyses

The objective of the *MBI Process Analyses* is to define an action plan to increase the working capacity needed to effectively implement and sustain MBI efforts. The Process Analyses Checklist can be used to guide problem solving regarding what structures (systems/practices/data) are needed to build capacity for each component. The following pages are provided as a resource to guide your assessment and action planning.

Guidelines for Use:

- Complete as a team
- Consider existing implementation of behavior-related efforts, initiative, practices, procedures and programs.
- Answer questions for each section. You may want to work through the analysis for various level of intervention (e.g. primary, secondary, tertiary) or for any practice that will be implemented (e.g. social skills club, check-in system, mentoring)
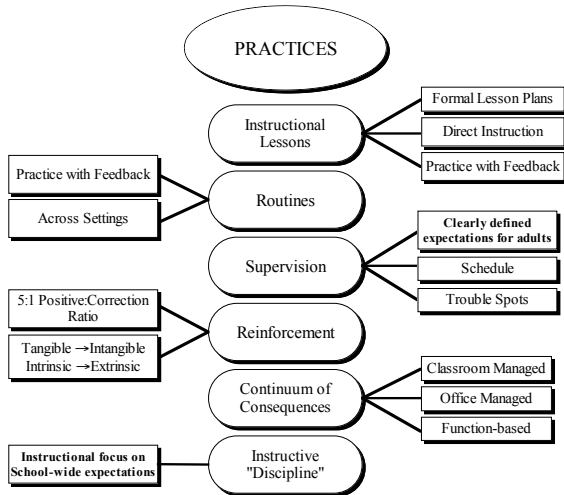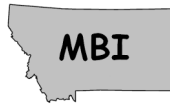
Date_____

Members of Team Completing Assessment_____

_____

_____

Level of Implementation Being Considered

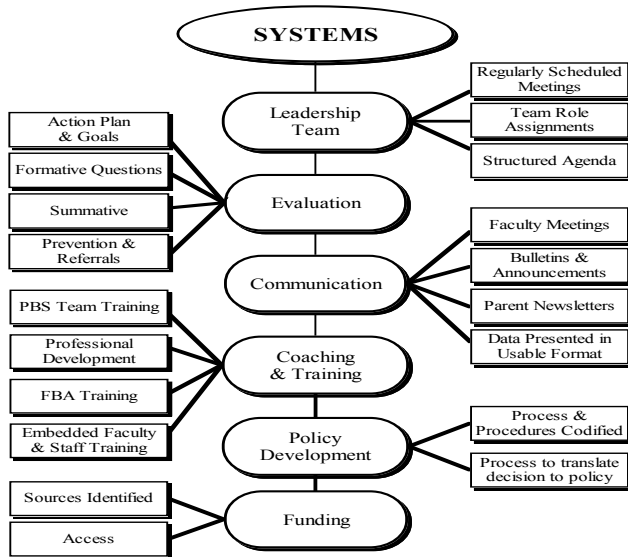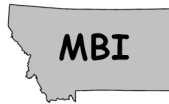❑ Universal
❑ Targeted Group
❑ Individual Student
❑ Specific Practice _____

MBI

PRACTICES

- Instructional Lessons
  - Formal Lesson Plans
  - Direct Instruction
  - Practice with Feedback
- Routines
  - Practice with Feedback
  - Across Settings
- Supervision
  - Clearly defined expectations for adults
  - Schedule
  - Trouble Spots
- Reinforcement
  - 5:1 Positive:Correction Ratio
  - Tangible →Intangible Intrinsic →Extrinsic
- Continuum of Consequences
  - Classroom Managed
  - Office Managed
  - Function-based
- Instructive "Discipline"
  - Instructional focus on School-wide expectations

WHAT WE DO FOR STUDENTS

- Outcomes / Objectives

- Research Supported

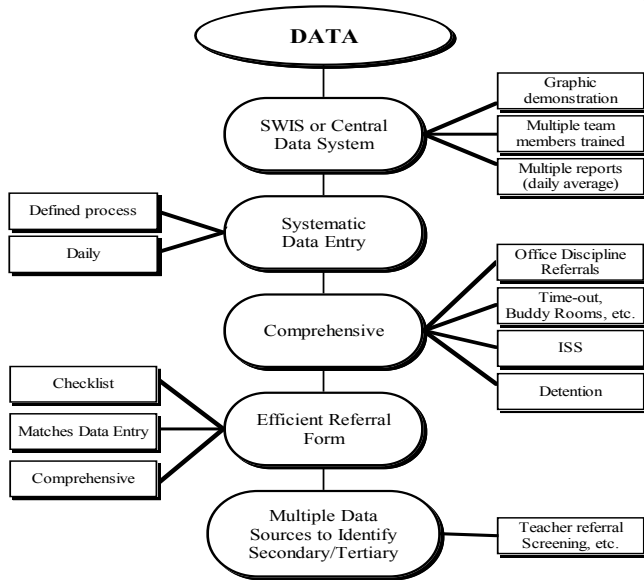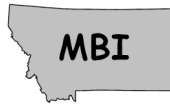- Technical Assistance Input

- Stakeholder Input

1. Is there research/evidence that supports the practice you have decided to adopt?
2. What lessons will be necessary to teach the students the desired behavior?
   a. Who will develop the lesson plans?
   b. How will instruction be provided?
   c. How will students practice the desired behavior?
   d. How will feedback be provided to the students on the performance of their behavior?
3. What routines need to be developed to support the desired behavior, improve transitions or movement, or eliminate problems in the environment?
   a. How will the routines be taught to the students and staff?
   b. How will the students practice the routines with feedback?
4. What are the supervision requirements needed to support the student behavior?
   a. Have adult expectations been clearly defined and communicated?
   b. Has a supervision schedule been developed and clearly communicated?
   c. Have "problem spots" been identified that require additional supervision?
5. How will the students be encouraged to use the desired behavior?
   a. What reinforcement will be used?
   b. How will it be communicated to adults?
   c. How will adults be encouraged to use the reinforcement system?
   d. What criteria will determine when to fade any contrived reinforcement system?
6. How will corrections be made for inappropriate behavior?
   a. Do the procedures take an instructional approach?
   b. Do the procedures provide additional opportunities for practice with feedback?
   c. Have a continuum of responses been identified to the staff?

SYSTEMS

Leadership Team
- Regularly Scheduled Meetings
- Team Role Assignments
- Structured Agenda

Evaluation
- Action Plan & Goals
- Formative Questions
- Summative
- Prevention & Referrals

Communication
- Faculty Meetings
- Bulletins & Announcements
- Parent Newsletters
- Data Presented in Usable Format

Coaching & Training
- PBS Team Training
- Professional Development
- FBA Training
- Embedded Faculty & Staff Training

Policy Development
- Process & Procedures Codified
- Process to translate decision to policy

Funding
- Sources Identified
- Access

HOW WE SUPPORT ADULTS

- Develop new or modify system

- Allocate / reallocate resources

- Develop process: forms, models, procedures

- On-going support

- Formative evaluation

- Training / information dissemination

1. How will the new procedures and practices be communicated to the staff?
    a. What "reminders and prompts" will be put in place to encourage implementation?
    b. How will the need for the new procedures be communicated?

2. What training is necessary for the new procedures and practices to be implemented?
    a. Does non-certified staff require special training? How will that be provided?
    b. Who will do the training / coaching?
    c. How will feedback be provided to training recipients?

3. Will resources (people, time, materials, space) need to be allocated or reallocated to successfully support the implementation of the new procedures/practices?
    a. For training?
    b. For supervision?
    c. For evaluation?

4. What type of on-going support is needed to support staff in implementation?

5. How will the new procedures, practices, and systems of support be translated into policy?

6. How will the new procedures and practices be communicated to parents?

7. What data be collected and reviewed for formative evaluation?
    a. How will data be collected?
    b. How and who will review the data?
    c. How will implementation integrity be evaluated?
    d. How will adjustments be determined based on formative evaluation?
    e. How will formative and summative evaluations be presented to the staff?

DATA

SWIS or Central Data System

Graphic demonstration

Multiple team members trained

Multiple reports (daily average)

Systematic Data Entry

Defined process

Daily

Comprehensive

Office Discipline Referrals

Time-out, Buddy Rooms, etc.

ISS

Detention

Efficient Referral Form

Checklist

Matches Data Entry

Comprehensive

Multiple Data Sources to Identify Secondary/Tertiary

Teacher referral Screening, etc.

HOW WE MAKE DECISIONS

- Student Outcomes

- Adult Perceptions

- System Analyses

- Cost Benefit

1. How will student outcomes be measured?
   a. How will outcome data be collected?
   b. How will data be reviewed?

2. How will adult perceptions be measured?
   a. Teacher social validity?
   b. Staff social validity?
   c. Parent social validity?

3. How will effectiveness of supporting systems be evaluated?

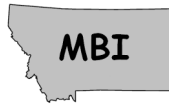4. How will cost benefit of procedures/practices be evaluated?
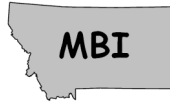
Developing the Action Plan

Develop an action plan for each component, using the completed checklist as your guideline. For each critical component that is not in place, outline the required activity (task analysis), who will complete the task, and what the timeline is using the following format:

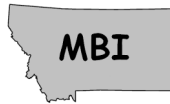|	ACTIVITY	TASK ANALYSIS	WHO	WHEN
Practices	Is there research/evidence that supports the practice you have decided to adopt?			
	What lessons will be necessary to teach the students the desired behavior? – Who will develop the lesson plans? – How will instruction be provided? – How will students practice the desired behavior? – How will feedback be provided to the students on the performance of their behavior?			
	What routines need to be developed to support the desired behavior, improve transitions or movement, or eliminate problems in the environment? – How will the routines be taught to the students and staff? – How will the students practice the routines with feedback?			
	What are the supervision requirements needed to support the student behavior? – Have adult expectations been clearly defined and communicated? – Has a supervision schedule been developed and clearly communicated? – Have "problem spots" been identified that require additional supervision?			

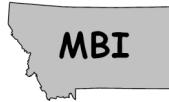|				
	How will the students be encouraged to use the desired behavior? – What reinforcement will be used? – How will it be communicated to adults? – How will adults be encouraged to use the reinforcement system? – What criteria will determine when to fade any contrived reinforcement system?			
	How will corrections be made for inappropriate behavior? – Do the procedures take an instructional approach? – Do the procedures provide additional opportunities for practice with feedback? – Have a continuum of responses been identified to the staff?			

Systems			
	How will the new procedures and practices be communicated to the staff? – What "reminders and prompts" will be put in place to encourage implementation? – How will the need for the new procedures be communicated?		
	What training is necessary for the new procedures and practices to be implemented? – Does non-certified staff require special training? How will that be provided? – Who will do the training / coaching? – How will feedback be provided to training recipients?		
	Will resources (people, time, materials, space) need to be allocated or reallocated to successfully support the implementation of the new procedures/practices? – For training? – For supervision? – For evaluation?		
	What type of on-going support is needed to support staff in implementation?		
	How will the new procedures, practices, and systems of support be translated into policy?		

	How will the new procedures and practices be communicated to parents?			
	What data be collected and reviewed for formative evaluation? – How will data be collected? – How and who will review the data? – How will implementation integrity be evaluated? – How will adjustments be determined based on formative evaluation? – How will formative and summative evaluations be presented to the staff?			
Data	How will student outcomes be measured? – How will outcome data be collected? – How will data be reviewed?			
	How will adult perceptions be measured? – Teacher social validity? – Staff social validity? – Parent social validity?			
	How will effectiveness of supporting systems be evaluated?			
	How will cost benefit of procedures/practices be evaluated?			

Policy	Have all processes been operationalized? – Student expectations clearly defined? – Adult routines clearly defined? – Consistency among policies? – Have key stakeholders had input?			
	Have decisions and procedures been codified within existing policy or in new policy? – Have district policies been placed within the context of school-wide PBS? – Are the routines written in clear, concise language? – Have responses to problem behavior/appropriate behavior been task analyzed in clear concise steps? – Has a policy manual been reviewed or updated annually? – Has new faculty/staff received training and technical assistance in review of policy manual?			
	Has policy been disseminated to multiple audiences? – Central office and board? – Parents? – Community agencies that interface with the school? – Community and business partners?			